



Sen. Karina Villa

**Filed: 4/16/2021**

10200SB2109sam001

LRB102 16385 CMG 25347 a

1 AMENDMENT TO SENATE BILL 2109

2 AMENDMENT NO. \_\_\_\_\_. Amend Senate Bill 2109 by replacing  
3 everything after the enacting clause with the following:

4 "Section 5. The School Code is amended by changing  
5 Sections 10-16a and 10-22.39 and by adding Section 10-20.75 as  
6 follows:

7 (105 ILCS 5/10-16a)

8 Sec. 10-16a. School board member's leadership training.

9 (a) This Section applies to all school board members  
10 serving pursuant to Section 10-10 of this Code who have been  
11 elected after the effective date of this amendatory Act of the  
12 97th General Assembly or appointed to fill a vacancy of at  
13 least one year's duration after the effective date of this  
14 amendatory Act of the 97th General Assembly.

15 (b) Every voting member of a school board of a school  
16 district elected or appointed for a term beginning after the

1 effective date of this amendatory Act of the 97th General  
2 Assembly, within a year after the effective date of this  
3 amendatory Act of the 97th General Assembly or the first year  
4 of his or her first term, shall complete a minimum of 4 hours  
5 of professional development leadership training covering  
6 topics in education and labor law, financial oversight and  
7 accountability, trauma-informed practices for students and  
8 staff, and fiduciary responsibilities of a school board  
9 member. The school district shall maintain on its Internet  
10 website, if any, the names of all voting members of the school  
11 board who have successfully completed the training.

12 (c) The training on financial oversight, accountability,  
13 trauma-informed practices for students and staff, and  
14 fiduciary responsibilities may be provided by an association  
15 established under this Code for the purpose of training school  
16 board members or by other qualified providers approved by the  
17 State Board of Education, in consultation with an association  
18 so established.

19 (Source: P.A. 97-8, eff. 6-13-11.)

20 (105 ILCS 5/10-20.75 new)

21 Sec. 10-20.75. Training for a trauma-informed school  
22 standard.

23 (a) Each member of a school board and the district  
24 superintendent must complete a course of instruction approved  
25 by the State Board of Education regarding the adoption and

1 administration of a trauma-informed school standard. A course  
2 required under this Section must be completed on an annual  
3 basis.

4 (b) A course of instruction as described in subsection (a)  
5 must provide information that is relevant to and within the  
6 scope of the duties of a school board member and district  
7 superintendent regarding all of the following:

8 (1) The recognition of and care for trauma in students  
9 and educators.

10 (2) The relationship between educator wellness and  
11 student learning.

12 (3) The effect of trauma on student behavior and  
13 learning.

14 (4) The prevalence of trauma among students, including  
15 the prevalence of trauma among student populations at  
16 higher risk of experiencing trauma.

17 (5) The effects of implicit or explicit bias on  
18 recognizing trauma among various racial or ethnic groups  
19 of students.

20 (6) Effective district and school policies and  
21 practices that are shown to:

22 (A) prevent and mitigate the negative effect of  
23 trauma on student behavior and learning; and

24 (B) support the emotional wellness of educators.

25 (c) A school board shall submit for approval any course of  
26 instruction identified by the district as satisfying the

1 requirements of subsection (b) to the State Board of  
2 Education.

3 (d) The State Board of Education may approve both  
4 in-person and online courses of instruction to satisfy the  
5 requirements of this Section, including courses provided by  
6 community-based nonprofit organizations with expertise  
7 concerning trauma-informed school standards.

8 (e) By no later than December 1, 2021, the State Board of  
9 Education shall approve one or more courses of instruction  
10 that satisfy the training requirements in accordance with this  
11 Section.

12 (105 ILCS 5/10-22.39)

13 Sec. 10-22.39. In-service training programs.

14 (a) To conduct in-service training programs for teachers.

15 (b) In addition to other topics at in-service training  
16 programs, at least once every 2 years, licensed school  
17 personnel and administrators who work with pupils in  
18 kindergarten through grade 12 shall be trained to identify the  
19 warning signs of mental illness and suicidal behavior in youth  
20 and shall be taught appropriate intervention and referral  
21 techniques. A school district may utilize the Illinois Mental  
22 Health First Aid training program, established under the  
23 Illinois Mental Health First Aid Training Act and administered  
24 by certified instructors trained by a national association  
25 recognized as an authority in behavioral health, to provide

1 the training and meet the requirements under this subsection.  
2 If licensed school personnel or an administrator obtains  
3 mental health first aid training outside of an in-service  
4 training program, he or she may present a certificate of  
5 successful completion of the training to the school district  
6 to satisfy the requirements of this subsection.

7 Training regarding the adoption and administration of a  
8 trauma-informed school standard satisfies the requirements of  
9 this subsection (b). A course of instruction as described in  
10 this subsection (b) may provide information that is relevant  
11 to and within the scope of the duties of a school administrator  
12 regarding all of the following:

13 (1) The recognition of and care for trauma in students  
14 and educators.

15 (2) The relationship between educator wellness and  
16 student learning.

17 (3) The effect of trauma on student behavior and  
18 learning.

19 (4) The prevalence of trauma among students, including  
20 the prevalence of trauma among student populations at  
21 higher risk of experiencing trauma.

22 (5) The effects of implicit or explicit bias on  
23 recognizing trauma among various racial or ethnic groups  
24 of students.

25 (6) Effective district and school policies and  
26 practices that are shown to (i) prevent and mitigate the

1       negative effect of trauma on student behavior and learning  
2       and (ii) support the emotional wellness of educators.

3       (c) School guidance counselors, nurses, teachers and other  
4 school personnel who work with pupils may be trained to have a  
5 basic knowledge of matters relating to acquired  
6 immunodeficiency syndrome (AIDS), including the nature of the  
7 disease, its causes and effects, the means of detecting it and  
8 preventing its transmission, and the availability of  
9 appropriate sources of counseling and referral, and any other  
10 information that may be appropriate considering the age and  
11 grade level of such pupils. The School Board shall supervise  
12 such training. The State Board of Education and the Department  
13 of Public Health shall jointly develop standards for such  
14 training.

15       (d) In this subsection (d):

16       "Domestic violence" means abuse by a family or household  
17 member, as "abuse" and "family or household members" are  
18 defined in Section 103 of the Illinois Domestic Violence Act  
19 of 1986.

20       "Sexual violence" means sexual assault, abuse, or stalking  
21 of an adult or minor child proscribed in the Criminal Code of  
22 1961 or the Criminal Code of 2012 in Sections 11-1.20,  
23 11-1.30, 11-1.40, 11-1.50, 11-1.60, 12-7.3, 12-7.4, 12-7.5,  
24 12-12, 12-13, 12-14, 12-14.1, 12-15, and 12-16, including  
25 sexual violence committed by perpetrators who are strangers to  
26 the victim and sexual violence committed by perpetrators who

1 are known or related by blood or marriage to the victim.

2 At least once every 2 years, an in-service training  
3 program for school personnel who work with pupils, including,  
4 but not limited to, school and school district administrators,  
5 teachers, school guidance counselors, school social workers,  
6 school counselors, school psychologists, and school nurses,  
7 must be conducted by persons with expertise in domestic and  
8 sexual violence and the needs of expectant and parenting youth  
9 and shall include training concerning (i) communicating with  
10 and listening to youth victims of domestic or sexual violence  
11 and expectant and parenting youth, (ii) connecting youth  
12 victims of domestic or sexual violence and expectant and  
13 parenting youth to appropriate in-school services and other  
14 agencies, programs, and services as needed, and (iii)  
15 implementing the school district's policies, procedures, and  
16 protocols with regard to such youth, including  
17 confidentiality. At a minimum, school personnel must be  
18 trained to understand, provide information and referrals, and  
19 address issues pertaining to youth who are parents, expectant  
20 parents, or victims of domestic or sexual violence.

21 (e) At least every 2 years, an in-service training program  
22 for school personnel who work with pupils must be conducted by  
23 persons with expertise in anaphylactic reactions and  
24 management.

25 (f) At least once every 2 years, a school board shall  
26 conduct in-service training on educator ethics,

1 teacher-student conduct, and school employee-student conduct  
2 for all personnel.

3 (Source: P.A. 100-903, eff. 1-1-19; 101-350, eff. 1-1-20.)

4 Section 99. Effective date. This Act takes effect upon  
5 becoming law.".